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**Wiki 2 – Annotated Bibliography**

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Chatel, R. (2002). New technology, new literacy: creating a bridge for English language learners. *The New England Reading Association Journal,* 38(3), 45-9.

Regina Chatel discusses the transformation of literacy and describes literacy as a dynamic process defined by change. Chatel identifies four types of literacy- functional, academic, critical, and technological. Chatel describes the process of becoming literate extremely complex, especially for ESL students learning in a second language. She discusses how the use of technology provides ESL students with motivation to learn and results in active engagement. She describes how the use of technology promotes collaborative learning and good behavior. Chatel conducted interviews and observations with eight classroom teachers and four ESL teachers. These interviews described how teachers used technology to support and educate both culturally and linguistically diverse students. There were consistent findings or themes found among the eight classroom studies. One significant theme found was that technology creates a cultural, social, and linguistic bridge for diverse students who are learning English. Overall, the findings implied that students using technology to learn the English language tend to develop multiliteracy skills.

Green, T. (2005). Using technology to help English language students develop language skills: a home and school connection. *Multicultural Education*, 13(2), 56-59.

In this article, Green discusses the needs of EL (English Language) students in acquiring and learning the English language. Green emphasizes that EL students need a variety of language experiences that encourage speaking, reading, writing, and hearing English. He believes that computers are an excellent supplemental tool in teaching the language, and offer the students a number of language experiences. He believes computers and technology promote verbal interaction, where students learn how to communicate with one another. He based this finding on a study conducted by Liaw in 1997, which tested students learning outcomes through the use of computer-books. Green also supports the idea that computer assisted instruction is effective in teach vocabulary, as well as core subjects such as reading and writing. Green finds that using computers in school encourages students to extend this learning experience into their homes. He believes that computer assisted teaching promotes a positive home-school relationship, which encourages parent- involvement, and provides a holistic approach for students learning the English language.

Lee, R. (2006). Effective learning outcomes of ESL elementary and secondary school students utilizing educational technology infused with constructivist pedagogy. *International Journal of Instructional Media*, 33(1), 87-93**.**

In this article, Rebecca Lee of Florida Atlantic University, addresses how effective ESL education is when instruction is based on a combination of constructivism and technology. Lee bases her observation and research on a study conducted by National Research Center on English Learning and Achievement in 1999. The researchers selected two teachers from Indian River Central School District, New York to participate in the study. They studied how students responded to different types of software. The study implicated that the use of technology infused instruction promoted both collaborative and autonomous learning. It encouraged ESL students to not only think, but to create and visually portray their work. Lee found that the technology infused learning environment resulted in second language acquisition, as well as an increase in literacy and technology skills. Lee believes that in order participate in social, economic, and political aspects of life, individuals must have proficient technological skills. Lee also discussed that not all schools have access to technology-teaching tools, and in which case, teachers must find alternatives. Another issue discussed is the concept of the digital divide, and how teachers must also learn how to use such technology, to ensure that they provide the students with best education possible.

Long, S. (2008). Examining the learning experiences of secondary non-English speaking background students in the mainstream English classroom: informing teaching practice for improved educational outcomes. *International Journal of Learning*, 15(6), 263-270.

Sarah Long, of All Saints Anglican School and Griffith University, Australia conducted a small scale qualitative study to examine the learning experiences of non-English speaking students. The purpose of the study was to identify academic and social difficulties that impact non-English speaking background students in the mainstream English classroom. This study focused on students in secondary school. Long used qualitative measures including questionnaires, interviews, and observations, to examine both student and teacher experiences. Long found that ESL students struggled with the content topics, as they often were based on cultural experiences that ESL students could not relate to, or found boring. Students also suffered from performance anxiety, and feared speaking in front of native English-speaking peers. Students described speaking as humiliating, embarrassing, and too much pressure. Other issues that negatively impacted ESL students included language barriers and the delivery of the content.

Spezzini, S. (2010). Effects of visual analogies on learner outcomes: bridging from the known to the unknown. *International Journal for the Scholarship of Teaching & Learning*, 4(2), 1-30.

Spezzini studied how effective visual analogies are on learning outcomes for a graduate class entitled, Phonology for ESL teachers. The purpose of this study was to understand how visual analogies can be used to reduce anxiety, and ultimately create a bridge from the known to the unknown for students. Abstract ideas were taught through the representation of concrete images. Spezzini measured this study through the use of course evaluations, exams, and electronic surveys. This study found that use of visuals had a positive effect on satisfaction, learning, and impacted teacher pedagogy. The purpose of education classes is to model how to teach. Through this study, pre-service and in-service teachers learned how visuals and visual analogies help students understand complex concepts, such as ESL phonology, through first-hand experience. The students were able to make connections after studying visuals, and understand how to teach ESL students the English language through visual analogies. The visuals helped the graduate students to reduce anxiety and become more comfortable with the concepts. The future teachers hope to use this method to teach ESL students, and help to reduce their stresses, and allow the students to learn.

Zha, S., Kelly, P., & Park, M. (2006). An investigation of communicative competence of ESL students using electronic discussion boards*. Journal of Research on Technology in Education*, 38(3), 349-67.

In this article, Zha, Kelly, and Park of the University of Michigan, discuss how ESL language education has changed over the past few decades. They believe that the purpose of language is to communicate and to interact. They discuss the emphasis of communicative competence in ESL education, and how improving this competence has become the focus of language instruction. Zha, Kelly, and Park describe the impact of technology on language instruction, and how innovative technology has resulted in computer mediated learning. They conducted a study which focused on the use of electronic discussion boards with elementary ESL students. They analyzed students’ communicative competence in a computer-mediated communication (CMC) environment by studying 956 messages posted by 28 ESL students. This study took place over six-week period and consisted of both qualitative and quantitative measures. The findings implicated that the use of the electronic discussion boards improved students’ ability to use language for social purposes. The students’ participation rates and the use of language for personal expression increased. Students also experienced peer-assisted learning, in which students would improve or correct their language after viewing their peers. Overall, this study implies that technology tools, such as the electronic discussion board, produce a learning environment, which promotes communicative competence.